2021

AP® CollegeBoard

AP® World History: Modern

Free-Response Questions

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WORLD HISTORY: MODERN

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

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Use the passage to answer all parts of the question that follows.

"While the world revolution of Westernization [after 1850] created a political world order radically different from all past human experience, it also disrupted the non-Western societies constituting the bulk of humanity. . . . The Westerners with their sense of mission also introduced their education. Along the way [Western-educated intellectuals from non-Western societies] soon acquired a taste for the dominant ideals of the West, especially the liberal plea for equality, freedom, and self-determination and the socialists' cry for social justice for all exploited and oppressed peoples and classes. . . .

Inevitably, the non-Western intellectuals turned their lessons to their own use. The ideals of freedom and self-determination justified protests over the humiliation of their countries and cultures. As a result of their Westernization they became anti-Western nationalists, caught in a love-hate attitude toward the West. . . .

The world revolution of Westernization perpetuated inequality and ruinous cultural subversion while at the same time improving the material conditions of life."

Theodore von Laue, historian, *The World Revolution of Westernization*, 1987

1. a) Identify ONE non-Western nationalist leader whose actions might be used to illustrate the author's argument in the passage.

   b) Explain ONE way in which the "world revolution of Westernization" identified by von Laue in the passage disrupted non-Western societies.

   c) Explain ONE reason why historians in the late twentieth century reinterpreted Western imperialism in the way that von Laue does in the second and third paragraphs of the passage.

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Use the image below to answer all parts of the question that follows.

***THE DIFFERENT SOCIAL POSITIONS OF WOMEN*, MASS-PRODUCED POSTER OFFERED FOR SALE TO INDIVIDUALS AND INSTITUTIONS, FRANCE, CIRCA 1890**

Private Collection / Archives Charmet / Bridgeman Images

Captions, from left to right:
The Nun: "I relieve pain and misery; God supports me and encourages me."
The Midwife: "I take care of you with experience from the moment of your birth."
The Schoolteacher: "I impart virtue and wisdom to girls throughout their youth."
The Clothier: "With my skill, I adorn the ladies and increase their beauty."
The Servant: "I sew, bleach, and wait the table, which makes me indispensable."
The Worker: "In all my work, I apply myself—be it in the workshop or in the factory."
The Peasant: "Trust God that my hands' work will put bread on your table."

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2. a) Identify ONE way in which the views reflected in the image represent a continuity with traditional notions of gender roles.

   b) Identify ONE way in which the views reflected in the image represent a change from traditional notions of gender roles.

   c) Explain ONE way in which the format or intended audience of the source may have influenced the way in which gender roles are portrayed in the image.

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Question 3 or 4

Directions: Answer **either** Question 3 **or** Question 4.

Answer all parts of the question that follows.

3. a) Identify ONE continuity in the political system of China in the period 1200–1750.

   b) Identify ONE change in the political system of China in the period 1200–1750.

   c) Explain ONE way in which political continuities in China influenced the development of the global economy in the period 1200–1750.

Answer all parts of the question that follows.

4. a) Identify ONE continuity in the political systems of South or Southeast Asia in the period 1750–1900.

   b) Identify ONE change in the political systems of South or Southeast Asia in the period 1750–1900.

   c) Explain ONE way in which changes in the global economy led to changes in the political systems of South or Southeast Asia in the period 1750–1900.

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END OF SECTION I

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WORLD HISTORY: MODERN

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.
Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

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1. Evaluate the extent to which economic factors led to the outbreak of the Mexican Revolution (1910–1920).

Document 1

Source: Matías Romero Avendaño, finance minister in the government of President Porfirio Díaz, letter to Mexican factory workers who had gone on strike, 1892.

The government is not indifferent to the evils afflicting the working class of the Republic: if their wages are inadequate or if they lack employment, the first one to regret this situation is the president. However, these are private ills that fall largely beyond the government's power to correct. Such is the case, unfortunately, of the problems that afflict the working class that you so honorably represent.

Given the laws that govern our country, the government cannot restrict the freedom of factory owners to fire or hire workers, nor can it intervene directly in the improvement of basic working conditions. No laws permit this nor do any economic interests oblige the government to dictate salaries, or prices, or working hours.

In your demands, you invoke the right to work. But this right also implies the obligation to find jobs. It cannot be the government's responsibility to supply workers with jobs, or to compel anyone else to supply them. Labor is subject, by unavoidable natural phenomena, to the law of supply and demand.

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Document 2

Source: José Guadalupe Posada, Mexican printmaker famous for his depictions of political events, illustration for a popular news print describing the government's suppression of street protests in Mexico City after a disputed election in which Porfirio Díaz was reelected president, despite allegations of widespread voter fraud, 1892.

The Elisha Whittelsey Collection, The Elisha Whittelsey Fund, 1946

Translation of newspaper title and subtitle above the image:

STREET GAZETTE. This newspaper is published when sensational events demand it.

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Document 3

Source: José Francisco Godoy, Mexican consul in New York City, toast at a banquet given by the New York Chamber of Commerce in celebration of the good business relationship between Mexico and the United States, The Waldorf Astoria Hotel, New York City, 1908.

Gentlemen, if we compare the Mexico of today with the Mexico of thirty years ago, the justice and the administrative abilities of our President Porfirio Díaz become apparent (*applause*). In the Mexico of today peace and tranquility reign supreme through the land, public education has made great progress, sanitary regulations are strictly adhered to, railways have been built, and public safety and the rights of foreigners (as well as of Mexicans) are rigidly safeguarded. The [United States] Department of Commerce and Labor recently praised the leaders of the Mexican Republic who, "realizing the necessity for outside aid in developing the natural resources of their country, have wisely framed such laws as are required to guarantee the commercial, financial, and industrial interests of [American] businesses and have thereby achieved the constant increase of foreign capital invested in Mexico."

All that I have said is sufficient to demonstrate the flourishing condition of Mexico and that we Mexicans, by placing General Díaz at the head of the administration of our country have, as you say, "the right man, in the right place, at the right time." (*applause*)

Document 4

Source: John Kenneth Turner, United States journalist who had lived in Mexico during the last years of the Porfirio Díaz regime, *Barbarous Mexico*, travelogue published in Chicago, 1910.

Slavery in Mexico! Yes, I found it. I found it first in Yucatan. The climate of northern Yucatan happens to be perfectly adapted to the production of henequen.* Here we find vast henequen plantations extending for miles and miles. The owners of these great plantations are the chief slave-holders of Yucatan and the plantation workers are the slaves. The slaves are 8,000 Yaqui Indians imported from Northern Mexico, 3,000 Chinese and Koreans, and between 100,000 and 125,000 native Mayas, who formerly owned the lands that the henequen planters now own.

The planters do not call their workers "slaves" especially when speaking to strangers. They do not call their system slavery; they call it enforced service for debt. At first I thought it would not be so bad if the servant had an opportunity of buying back his freedom. But I found that such was not the custom. "You need have no fear in purchasing this plantation," one owner said to me, "of the laborers being able to buy their freedom and leave you. They can never do that." "It is very easy to recruit workers," another planter told me. "All that is necessary is that you get some free laborer in debt to you, and then you have him. We are always getting new laborers in that way."

*a plant that produces tough fibers that were in great demand in the United States and Europe, mostly for use in agricultural harvesting and baling machines

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Document 5

Source: Marion Letcher, United States consul in Chihuahua, Northern Mexico, "United States, British, French, and Mexican Investment in Mexico," report commissioned by the United States Senate subcommittee on Mexico, 1911. The figures are in millions of dollars.

TYPE OF INVESTMENT	UNITED STATES	BRITISH AND FRENCH	MEXICAN
Railways	644	186	138
Mines and smelters	250	49	15
Ranches, farms, livestock, timber	21	14	114
Factories, cotton mills, breweries	11	23	16
Stores	4	8	74
Oil industry	15	10	1
Rubber industry	15	-	4
Other	97	176	430
TOTAL	1,057	466	792

Document 6

Source: Ricardo Flores Magón, Mexican intellectual and social reform activist of Native American ethnicity, "The Right of Property," editorial published in the revolutionary newspaper *Regeneración* (*Rebirth*), March, 1911.

The right of property is an absurd right because it had its origins in crime, fraud, and abuse of power. In the past, land was worked in common, forests provided firewood to the hearths of all, harvests were distributed among the members of the community according to their needs. In Mexico, this custom thrived in indigenous communities in the era of Spanish domination and existed until recently. The attempt to take away the common lands of indigenous communities caused the recent Yaqui Wars in Sonora and the troubles with the Mayas in the Yucatan.

The return of the land to the peasants should be accomplished during the present uprising. We revolutionaries will not be committing a crime by turning over the land to the working people, because, by natural law, it already belongs to them. It is the land that their ancestors watered with their sweat; the land that the Spaniards robbed by force from our Indian fathers. That land belongs to all Mexicans. Some of those who own the land currently might have bought it; others might have acquired the land by taking advantage of their friendship with corrupt government officials. Others still acquired the land by giving loans with high interest to the small indigenous farmers, forcing them to leave the land because they could not repay the debt.

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Document 7

Source: Anonymous author, "The Death of Emiliano Zapata," a *corrido** folk song lyrics, 1919.

Listen, dear sirs, to the *corrido* relating a sad event;
For Zapata, the great insurgent has been killed.

The good Emiliano who loved the poor and wanted to give them freedom;
for this the Indians of the villages joined him in his fight.

Zapata was born among the poor, lived among the poor, and fought for the poor.
"I don't want riches, I don't want honors," he said to all.

Mister Zapata, terror of the *gachupines*** has died!
Where is our leader Zapata who was the punishment of the rich?

He said to his followers: "When I am dead, fight to defend your communal lands, like a man should!"
He said to his loyal assistant: "As long as I am alive, the Indians will be the owners of their land."

Little stream, what did the flowers tell you?
"They said that Zapata is not dead, and that he will return."

*During the Revolution, *corridos* were popular songs on current social or political issues, whose lyrics were printed in pamphlet form and either sold or distributed for free by politicians or interest groups.

**a derogatory term for Mexicans of European ancestry

END OF DOCUMENTS FOR QUESTION 1

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Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 **or** Question 3 **or** Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. In the period circa 1200–1450, commerce along exchange networks such as the Silk Roads, the Indian Ocean, and the trans-Saharan networks involved a number of new economic and commercial practices.

   Develop an argument that evaluates the extent to which developments in economic and/or commercial practices in Afro-Eurasia affected trade in this period.

3. In the period circa 1450–1750, European expansion affected the development of numerous East Asian and South Asian states.

   Develop an argument that evaluates the extent to which the economies of East and/or South Asian states in this time period changed in response to European expansion.

4. In the twentieth century, governments responded to economic crises in various ways.

   Develop an argument that evaluates the extent to which governments (other than the United States government) changed their economic policies in response to the Great Depression.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

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STOP

END OF EXAM

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